



Data-Based Decision Making in Correctional Education

June 5, 2019



**The National Technical
Assistance Center**
for the Education of
Neglected or Delinquent
Children and Youth (NDTAC)



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neglected-delinquent.ed.gov

Session Objectives

- Understand the types of data produced to report on and evaluate Title I, Part D (Part D) programs.
- Review types of data and how they can be used to make data-based decisions in evaluating Part D programs.
- Identify root causes of performance-based issues in Part D programs.
- Explore evidence-based clearinghouses of programs and interventions to improve outcomes for delinquent children and youth.

Agenda

Welcome and Introductions

The Landscape of Data in Title I, Part D

Data for Program Evaluation

Identifying Root Causes and Making Data-Based Decisions

Questions & Answers

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The Landscape of Data in Title I, Part D

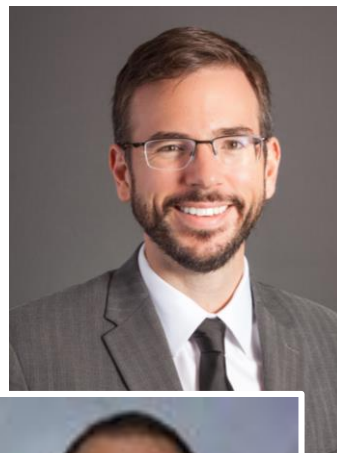
Data for Program Evaluation

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Questions & Answers

Welcome and Introductions

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Reporting and Evaluation Overview

EDFacts

- *EDFacts* is a U.S. Department of Education (ED) initiative to collect, analyze, report, and promote the use of high-quality performance data.
- School year (SY) 2017–18 Part D was reported through the *EDFacts* online Education Data Exchange Network Submission System.

Reporting and Evaluation Overview (cont.)

- Required measures for Part D (Section 2.4):
 - Number and types of programs
 - Demographic data of students
 - Student academic/vocational achievement data
 - Within facility and 90 days after exit
 - Student reading and math performance data

CSPR/ED*Facts* Crosswalk

Exhibit 2.1. ED's CSPR/ED*Facts* Crosswalk*

CSPR Table #	CSPR Question	ED<i>Facts</i> File Spec	ED<i>Facts</i> Data Group	ED<i>Facts</i> Category Set	Comment
2.4.1.1	Programs/Facilities— Subpart 1	Manual Entry (in CSPR)			
2.4.1.1.1	Programs/Facilities that Reported—Subpart 1	Manual Entry (in CSPR)			
2.4.1.2	Students Served—Subpart 1	C119	656	Subtotal 1	Table 1, row 1
2.4.1.2	Students Served—Subpart 1	C119	656	F	Table 1, row 2; formerly prefilled from C135
2.4.1.2	Students Served—Subpart 1	C119	656	D, E	Table 2
2.4.1.2	Students Served—Subpart 1	C119	656	A	Table 3
2.4.1.2	Students Served—Subpart 1	C119	656	B	Table 4
2.4.1.2	Students Served—Subpart 1	C119	656	C	Table 5
2.4.1.3.1	Transition Services— Subpart 1	Manual Entry (in CSPR)			Row 1
2.4.1.3.1	Transition Services— Subpart 1	C182	787	A	Row 2
2.4.1.3.2	Academic & Vocational Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days After Exit	C180 C181	783 785	A A	

Reporting and Evaluation: Coordinator Responsibilities

Understanding the requirements related to data and reporting

- Be familiar with the CSPR measures
- Know your State's reporting requirements
- Understand the Federal reporting cycle

Reporting and Evaluation: Coordinator Responsibilities (cont.)

Facilitating the data reporting processes and focus on data quality

- Identify the programs receiving funds
- Develop relationships with the data contacts in your State
- Establish reporting timelines
- Review the data you receive, and assess the quality
- Provide training

Reporting and Evaluation: Coordinator Responsibilities (cont.)

Using the data you collect

- Analyze data for program quality improvement

Reporting and Evaluation: Coordinator Resources



The National Technical Assistance Center for the Education of
Neglected or Delinquent Children and Youth

WHAT IS TITLE
I, PART D?

ADMINISTERING
TITLE I, PART D

TOPIC AREAS

DIRECT
ASSISTANCE

EVENTS

STATE
INFORMATION

ABOUT US

Resources and Tools for Title I, Part D Data Collection for SY 2016–17

[Home](#)

A series of technical assistance tools and resources that focus on reviewing and improving data quality and understanding of Title I, Part D reporting requirements. The reporting tools can be used as they are or customized for State and local technical assistance efforts.

- [Tipsheet: Submitting CSPR Data Successfully](#)
- [Title I, Part D Data Collection List for SY 2016–17](#)
- [Title I, Part D Data Collection and Submission Timeline for SY 2016–17](#)
- [Checklists for Performing Data Quality Reviews of Title I, Part D Data](#)
- [Reporting Tool: Creating a Weighted Average Length of Stay](#)
- [Reporting Tool: Collecting and Reporting Racial Ethnic Data in Seven Categories](#)
- [Reporting Tool: Reporting Complete Pre- and Posttest Results for Reading and Mathematics](#)

Resource Date

Updated November 2017

- Latest updates for the Part D data collection
- Review of data collection process
- Comprehensive reporting instructions

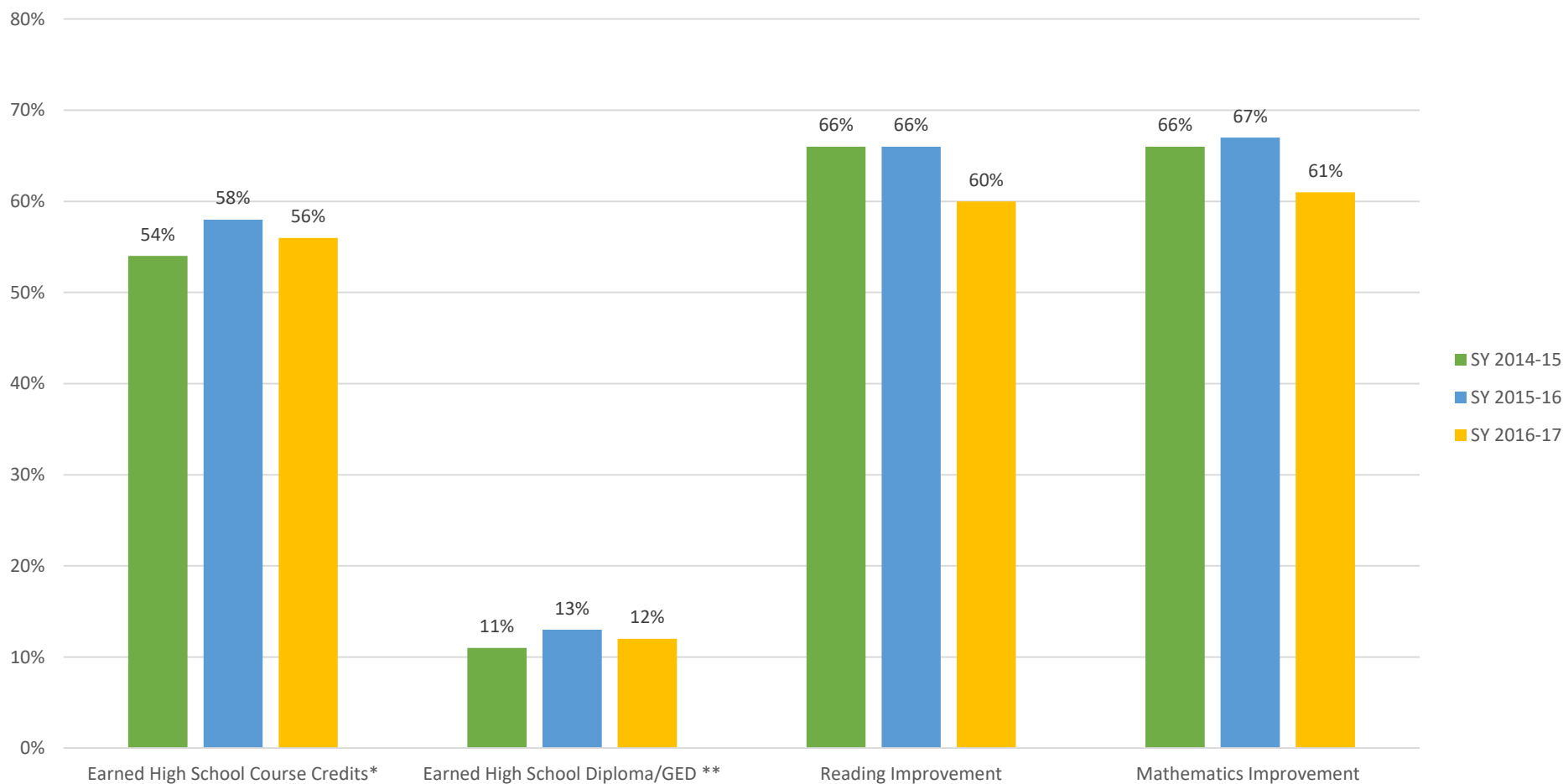
<https://neglected-delinquent.ed.gov/resource/resources-and-tools-title-i-part-d-data-collection-sy-2016%E2%80%9317>

Importance of Data

Program enrollment and performance data can help to:

- Identify struggling and high-performing subgrantees and facilities/programs
- Determine subgrantee and facility/program technical assistance and professional development needs
- Evaluate program processes and effectiveness
- Review subgrantee applications
- Monitor subgrantees
- Promote interagency data sharing and collaboration

How ED Will Use the Part D Data (Government Performance and Results Modernization Act, or GPRAMA)



NDTAC Data Products: Fast Facts

- Present national and State longitudinal data for children and youth who are neglected, delinquent, or at risk and are enrolled in Title I, Part D, Subpart 1 and Subpart 2 programs.
 - National and State data provided on:
 - Funding
 - Program types
 - Student demographics
 - Race
 - IDEA (Individuals with Disabilities Education Act)
 - LEP (limited English proficient)
 - National data provided on:
 - Key academic outcomes
 - Pre- and post-test assessment results in reading and mathematics

NDTAC Data Products: Fast Facts (cont.)

UNITED STATES: SUBPART 1

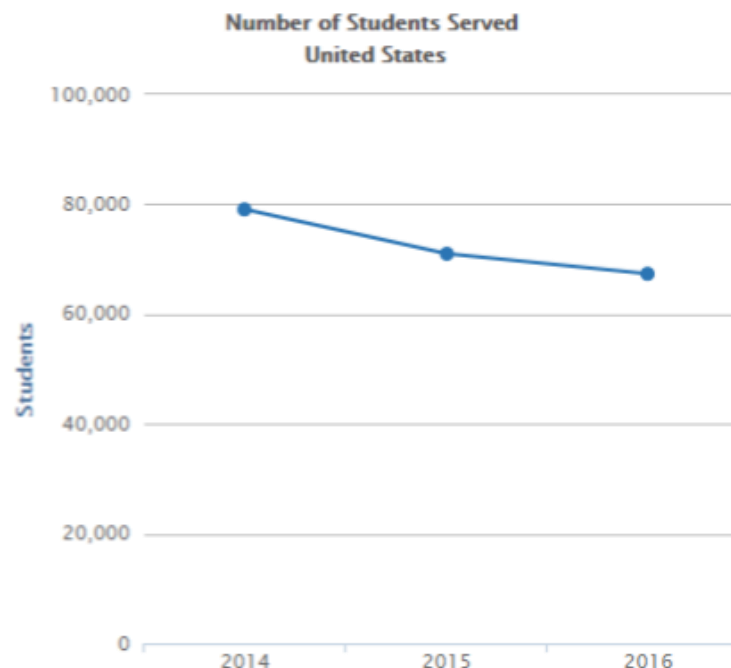
Go to: [Funding, Programs and Students](#) | [Program Types](#) | [Students Served](#) | [Academic Outcomes](#) | [Academic Performance](#)

I. Funding, Programs, and Students

Title I, Part D, Subpart 1 provides supplemental funds for education programs for youth who are neglected or delinquent. Subpart 1 funds are awarded directly to State education agencies, which then award subgrants to State agencies.

Funding Allocation, Number of Programs and Students Served

Program Information	2014–15	2015–16	2016–17
Subpart 1 Funding			
United States	\$46,423,650.00	\$47,614,000.00	\$46,423,650.00
Number of Programs			
United States	673	671	682
Number of Students Served			
United States	79,084	70,983	67,353

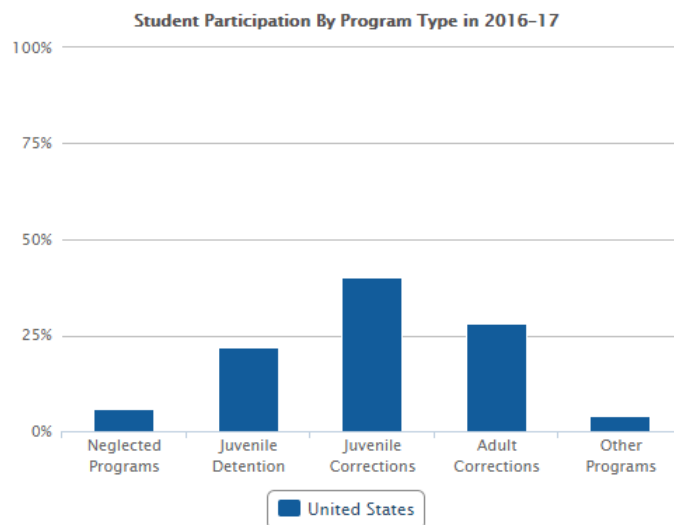



NDTAC Data Products: Fast Facts (cont.)

II. Program Types

States may use Subpart 1 funds to assist educational programs for youth who are neglected and programs for youth in juvenile detention, juvenile corrections, and adult corrections facilities.

Programs for youth who are neglected serve youth placed in public or private residential facilities due to abandonment, neglect, or the death of their parents or guardians. Programs for youth who are delinquent serve youth in public or private institutions (e.g., detention or corrections facilities) who have been adjudicated delinquent or who are otherwise in need of supervision.



 [Collapse Student Participation Data](#)

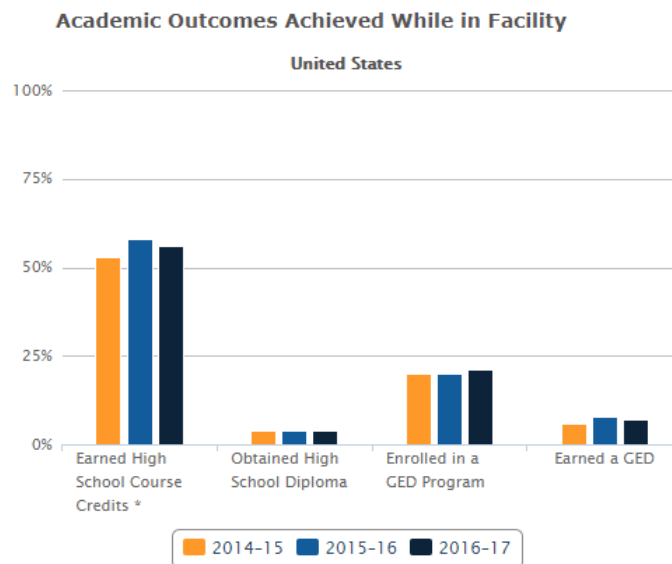
Student Participation by Program Type

Program Types	United States					
	2014-15		2015-16		2016-17	
Neglected Programs	5,614	7%	4,462	6%	3,903	6%
Juvenile Detention	20,502	26%	17,196	24%	15,108	22%
Juvenile Corrections	28,550	36%	25,894	36%	26,931	40%
Adult Corrections	22,294	28%	21,175	30%	19,032	28%
Other Programs	2,124	3%	2,256	3%	2,379	4%

NDTAC Data Products: Fast Facts (cont.)

IV. Academic Outcomes

All State education agencies must report on a series of academic and vocational outcomes attained by students enrolled in programs that receive Title I, Part D funds. The figures below feature four of the key performance measures: earning high school course credits, obtaining a high school diploma, enrolling in a GED program and earning a GED. These figures reflect the percentage of age-eligible students who attain these outcomes while enrolled in, or shortly after leaving, an educational program funded by Title I, Part D, Subpart 1.



*The Earned High School Course Credits indicator does not include students in adult corrections facilities.

 [Collapse Academic Outcomes Achieved While in Facility](#)

Academic Outcomes Achieved While in Facility

Academic Outcomes	United States					
	2014-15		2015-16		2016-17	
Earned High School Course Credits (ages 13-21)*	29,281	53%	28,029	57%	26,630	56%
Obtained High School Diploma (ages 16-21)	2,466	4%	2,174	4%	2,365	4%
Enrolled in a GED Program (ages 14-21)	15,384	20%	13,912	20%	13,819	21%
Earned a GED (ages 16-21)	4,092	6%	4,548	8%	4,075	7%

NDTAC Data Products: LEA Workbooks

- Workbooks organize local education agency (LEA) level data by year and longitudinally:
 - Begin with SY 2012–13 currently go through SY 2015–16
 - Broken into tabs for ease of use

Blue Tabs

- Help the user navigate the workbook:
 1. **User's Guide**
 2. **Workbook Directory**
 3. **Codebook**

NDTAC Data Products: LEA Workbooks (cont.)

Green Tabs

- Provide aggregated data:
 1. **Aggregated Subpart 1**
 2. **Aggregated Subpart 2**

Red Tabs

- Provide large data sets of all the raw data
- Can be used in statistical software such as SPSS, Stata, SASS, or R:
 1. **CSPR Working Data**
 2. **CSPR by Program Type**

NDTAC Data Products: LEA Workbooks (cont.)

Yellow Tabs

- Contain LEA data by demographics, academic/vocational outcomes, and academic performance (i.e., reading and mathematics data)
 - Tabs are divided by program type:
 - At risk (AR), neglect (N), juvenile detention (JD), juvenile corrections (JC), and other (OTH)
- | | |
|---------------------------|------------------------------|
| 1. AR NEG Demographics | 4. JD JC OTH Ac-Voc Outcomes |
| 2. JD JC OTH Demographics | 5. AR NEG Ac Progress |
| 3. AR NEG Ac-Voc Outcomes | 6. JD JC OTH Ac Progress |

NDTAC Data Products: LEA Workbooks (cont.)

Orange Tabs

- Contain longitudinal calculations comparing Government Performance and Results Act (GPRA) measures and leading indicator measures (SY 2012–13 through SY 2015–16)
 - Tabs are divided by program type:
 - At risk (AR), neglect (N), juvenile detention (JD), juvenile corrections (JC), and other (OTH)
- | | |
|--------------------------------|--------------------------------|
| 1. Long Trend – GPRA AR NEG | 3. Long Trend – L.I. AR NEG |
| 2. Long Trend – GPRA JD JC OTH | 4. Long Trend – L.I. JD JC OTH |

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Statutory Requirements for Program Evaluation

Subpart 3: Section 1431. Program Evaluations

“Each state agency or local educational agency that conducts a program under subparts 1 or 2 shall evaluate the program...”

Functions of Data

- Determine if goals are being met (accountability)
- Communicate the value of programs to various stakeholders (marketing)
- Pinpoint areas of high or low performance (program management and improvement)
- Identify root causes of high or low performance (program management and improvement)

Program Components by Data Function

	Accountability	Improvement	Marketing/ Promotion
Demographics	Are the appropriate students being served?	Which students need to be better served?	How are the needs of diverse learners being addressed?
Achievement	Are students learning?	How can student achievement be improved?	What are students learning? What gains have been made?
Academic Outcomes	Are students continuing their education?	How can academic outcomes be improved?	What are students doing to continue their education?

Strategies for Improving Data

- Accountability
 - Analyze data based on national benchmarks.
 - Set state benchmarks and monitor program performance.
- Program Evaluation
 - Conduct formative and summative evaluations.
- Marketing
 - Develop and distribute State/program report cards.

Strategies for Improving Data

- Meet with state education agency staff to analyze existing data.
- Request disaggregated data from subgrantees/programs.
- Discuss findings with subgrantees.
- Support subgrantee/program evaluations:
 - Communicate allowable uses of funds.
 - Include evaluation requirements in program applications and formal agreements.
 - Provide technical assistance at conferences and meetings or during monitoring.

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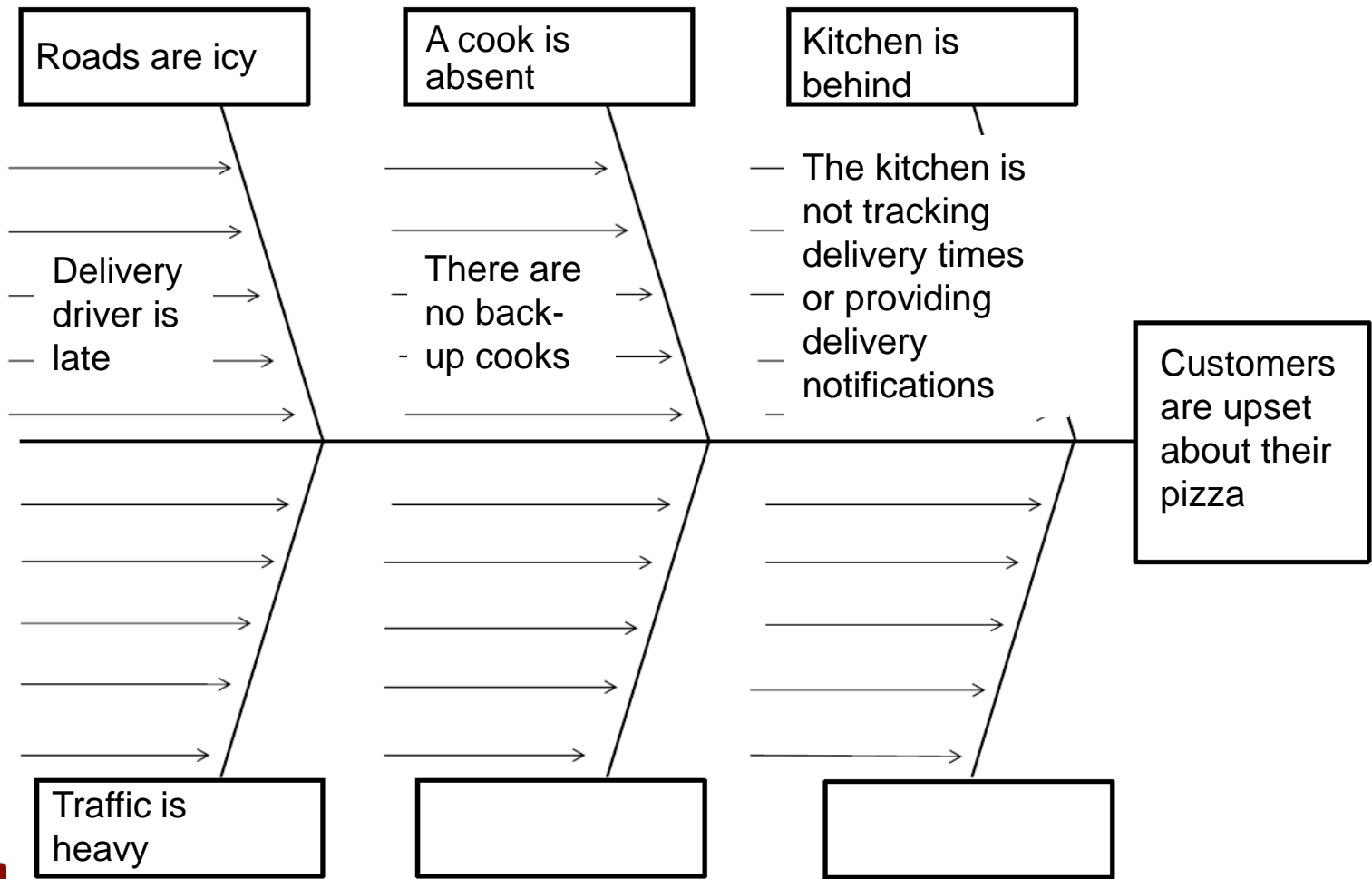
Goals of Root Cause Analysis

- Identify specific and actionable problems.
- Determine root cause(s) of those problems.
- Come to consensus about which problem to address.
- Develop strategies to address chosen problems.

The Process of Root Cause Analysis



Fishbone Diagram



Addressing Root Causes

Clearinghouses of Evidence-Based Practices

- Blueprints Programs (<https://www.blueprintsprograms.org/>)
- National Institute of Justice: Crime Solutions (<https://www.crimesolutions.gov/>)
- OJJDP Model Programs Guide (<https://www.ojjdp.gov/mpg>)
- Substance Abuse and Mental Health Services Administration (SAMHSA): Evidence-Based Practices Resource Center (<https://www.samhsa.gov/ebp-resource-center>)
- What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>)

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